

THE EFFECTIVENESS OF CLUSTERING TECHNIQUE ON WRITING RECOUNT TEXT AT SMPN 55 SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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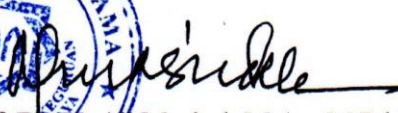
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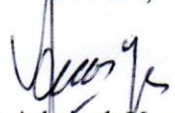
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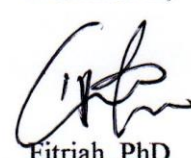
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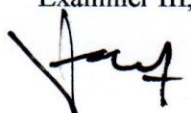
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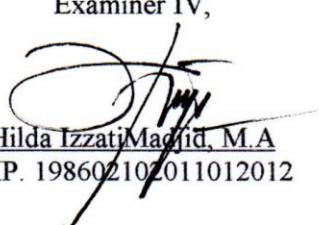
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ABSTRACT

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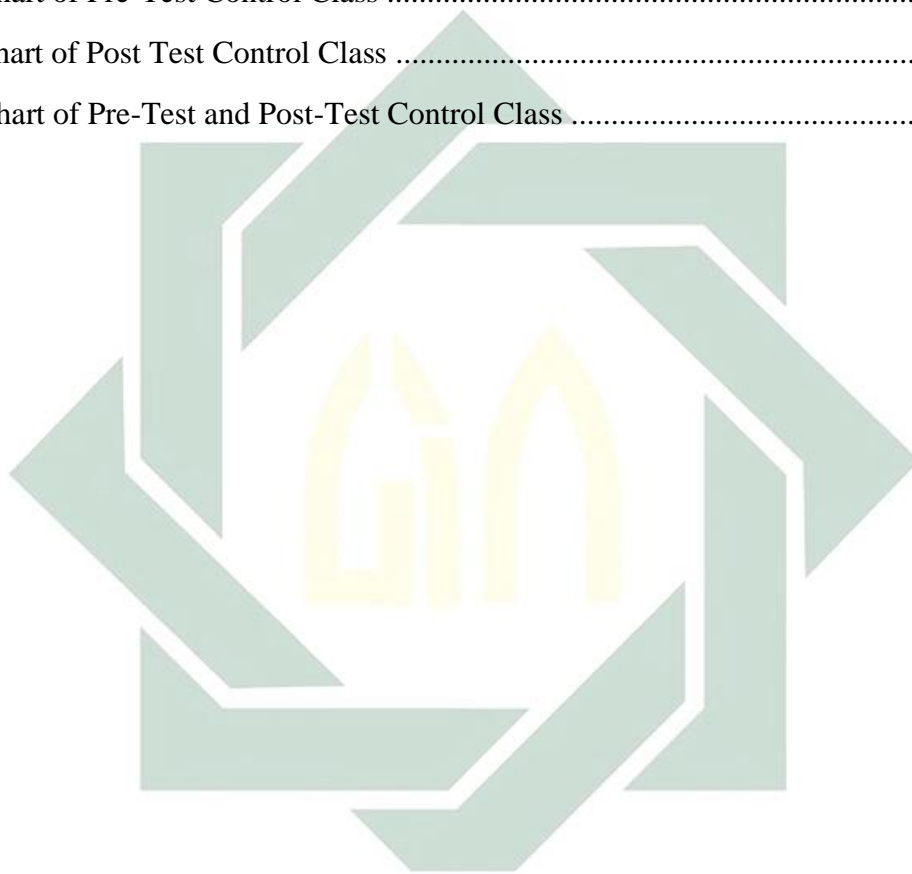
Among the skills of English Lesson, writing is the most difficult one. Some people are good in speaking English, but they may face difficulties in writing on a paper. Writing requires many aspects, such as; background knowledge, vocabulary, spelling, grammar, punctuation, coherence, etc. In writing, students would face several problems such as; limited vocabularies, difficulty in organizing ideas, no ideas to write about, no motivation to write and lack of confidence in grammar. The same thing happens to students of eighth grade SMPN 55 Surabaya. Referring to those problems, teaching technique are needed in teaching and learning process in order to make teaching and learning activity more fun and interesting. Here, the researcher tries to use of clustering technique to teach the students to writing recount text and it is not effective technique in helping students to get idea in writing. The objective of the research is to describe and find out the use of clustering technique in writing recount text in eighth grade students in SMPN 55 Surabaya. The research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMPN 55 Surabaya in doing this research. This study was conducted by following Kurt Lewin model of planning, acting, observing, and reflecting procedure. The data were gathered through Observation, test with pretest and posttest. The results of the study show that by doing clustering technique is not effective, the students' ability in writing recount text improve just 2% in average from experimental class and control class. It can be proved from the increasing score in writing recount text. And this technique will be effective if the average from students score increase from 2% to 5%.

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CHAPTER I

INTRODUCTION

This is first chapter provide about the reason why the researcher conducts the study. It also states the research question, the objective of the study, the scope and limitation of the study, and the significance of the study. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of Research

In this modern era, Learning English is very important. Learning English has become an international communicating language, which is used by most communities in the world. In fact, the number of second and foreign-language speakers of English has exceeded the native speakers and English has gained a lingua franca status in different fields.¹ Richards, Jack C, and Rodgers, Theodore S. states, "Latin was most widely studying as foreign language five hundred years ago. However, English has become the most widely studied foreign language today."² Thus, in a way to communicate with people from other countries, we should be mastering English, as it becomes the global lingua franca.

In learning English, there are some skills for the student have to develop, for example: writing, speaking, reading and listening. When students' success in developing their writing, reading, speaking and listening, it will make them to easier to get information or to do a conversation with the other people from

¹Crystal, D. (2003). *English as a Global Language*, (Cambridge: Cambridge University Press, January 2003), p. 192-201

2 Richard, Jack C and Rodgers, Theodore S. (1986). *Approach and Methode in Language Teaching*, (New York: Cambridge University Press, 1986), p.1

In Asia, Indonesia and Malaysia have the same as making the English language as the foreign language³, but according to *Scimago Journal Ranking*, in the field of writing scientific papers for publication in international journals, Indonesia is ranked 35th in below after Singapore (31st), and Malaysia (23rd) in the publication of scientific works even though the number of universities and the population of Indonesia is far greatest than the number of universities and residents in these countries.⁴ Indonesia is far below Malaysia with twelve ranks. It means Indonesia people have low motivation to write.

In general, English is consists of four skills including listening, speaking, reading and writing. Those aspects should be learned thoroughly by the students. It can be categorized into receptive skills and productive skills.

Some people are good in speaking English, but they may face difficulties in writing on a paper. Masiello stated that Writing is activities that need a lot of effort

⁴ Scimago Lab. (2017). *Country Rankings*. (S. Lab, Editor) Retrieved September 19, 2018, from Scimago Journal & Country Rank: <https://www.scimagojr.com/countryrank.php?year=2017>

The one techniques applied is clustering, it is a prewriting activity that enriches ideas before students start writing. Smalley, Regina L. and Ruetten, Mark K. said that in clustering, we try to do visual mapping of the ideas in our head.⁶ It means that students must have and arrange the ideas they want to write, before starting writing activities. And then Sedley said lots of complaints from students in general complained that their English teacher didn't have anything to write about. Whereas, they will have a lot of things come up to write about.⁷ It means that What we really need in writing is not 'something to write about', but some inspirations that will help us write some resources around us into a piece of paper. Developing ideas to make a composition in writing may cause a problem. In this case, students need more attention from the teacher in a pre-writing activity. Pre-writing activity is going to solve the stuck of ideas which make the writing process goes slowly.

⁶ Regina L. Smalley and Mark K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Company, 4th edition), p.10

⁷ Dorothy Sedley, *College Writer's Book*, (Ohio: Charles E. Merrill Publishing Company, 1981), p. 1

D. Significant of research

1. For the teacher, the result of this study can be used the information for the teacher to reflect their method about how to learning to write Recount text with the clustering technique. Cooper and Axelord say that “Clustering is an invention activity which reveals possible relations among facts and ideas”.⁹ The advantage when teacher use clustering technique in teaching writing recount text is, the teacher explain to students about writing recount text with step by step. Thus, the creativity of the teacher can be applied in teaching learning process, so that the writing English lesson can be more interesting and effective.

[illegible]

2. For students, they can easy to understand that recount text has a generic structure section (Orientation, events, reorientation). Afterward, there are several types in a recount, such as personal recount, factual recount, and imaginative recount. But in this research, the researcher just provides about the personal recount and then retells about their personal recount with orientation, events, and reorientation as part of recount text with the clustering technique, so the students become to understand that it will be easier to make Recount text with a clustering technique.

E. Scope and limitation

The scope of this research is study about Definition of recount text, purpose of recount text and generic structure of recount text. And then students doing task pre-test and post-test to retell personal experience with theme personal recount using clustering technique. The researcher chooses 8D class and 8E class students from SMPN 55 Surabaya as part of the research here. For the final results, the researcher compared the final score between the 8D class as the experimental class using Clustering technique and 8E class as the control class to determine is the effective or not when writing Recount text especially personal recount text used clustering technique

F. Definition of key term

1. Clustering Technique

Clustering technique is a way of tricking the left brain into silence and using the right-brain to come up with our own unique overview of a subject.¹⁰ It is a technique that provides as an alternative way for researchers to do brainstorming before starting to write. In this study, the clustering technique will be an important variable that used as a new technique in teaching and learning at SMPN 55 Surabaya.

2. Writing

Writing is a process of transforming the ideas into written form, to inform or communicate with the reader. Hyland supported that “writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic.”¹¹ It means that writing is the activity of the class to encourage the students’ in competence and writing. So it is one of the skills that must be learned.

3. Recount Text

Recount text is a kind of genre text, containing about retell events to inform or entertain.¹² It means a recount text tells about something that happened in the past chronologically. Recount text is a genre text retelling pas event developed

¹⁰ Gabrielle Lusser Rico, “*Pre-Writing: Clustering*” from <http://exchanges.state.gov/forum/journal>, p. 1

¹¹ Ken Hyland, *Second Language Writing*, (cambridge: cambridge university press, 2003), p.30

¹² Rudi Hartono, S.S., M.Pd, *Genres of text*, (english department faculty of language and Art, Semarang State University, 2005), p.6

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that supports this research. It deals with the theories related to writing, recount text, clustering technique and previous studies.

A. Literature review

1. Writing

a. Definition of Writing

Based on 2013 Curriculum about basic of standard competencies, English is one of the supplementary subjects that has been learnt by the students in senior high school, and also since they were elementary school.¹³ Moreover, in learning English, there are 4 skills that has been learnt by students. Those are Writing, Speaking, Listening, and Reading. Writing skill is the hardest skill than other skills. Writing is a process.¹⁴ It means that there are some steps which have to do when to start writing. Firstly, Students have to decide on the topic what the students want to write. Then, writers explore the topic by reading, listening, and so on that can help the writer build the idea. Thirdly, creating the main idea of the topic. Then, students write the draft. The last students have to consider the content, style, mechanics, structure, and so on to make the best draft.

b. Aspects of writing

¹³ “Kurikulum 2013”. Kementerian Pendidikan Dan Kebudayaan. Desember 2012

¹⁴ Eggenschwiler, Jean, and Biggs, Emily Dotson. "Writing: Grammar, Usage, and Style". Hungry Minds, New York, 2001 p. 134

Starting to write a paper, a writer has some aspects that have to consider. A writer can write what they want to say. But a writer has to know that many people will read the paper. Therefore, before starting to write a paper, a writer has to know what the purpose of the text is, and also who the readers are.

c. Writing Skill

Writing skill is one of the productive skill, which representative of our idea, feeling, thought to arrange in words and sentences using hands, eyes, and brain for creating it.¹⁵ Thus, By the written we can express our emotional, thought and everything that we can write which has a purpose. In addition, the aim of writing is to give information to the reader. In writing skill, there are several aspects that can influence the students' writing performance. There are two aspects; the firsts aspect comes from the external sides, such as; the teacher's strategy in teaching,¹⁶ lack of book references, and lack of facilitation in the learning process.¹⁷ The second aspects comes from the internal side, such as; the lack of practice in writing.¹⁸ As the English foreign learner, students need more practice in writing to create the good writing products. It is the important point for the teacher to create the writing strategy to help students in the writing process and give them time for more practice.

¹⁵ Raimes, A. *“Techniques in Teaching Writing”*. New York: Oxford.1983 p.3-4

¹⁶ Dorret, T. "Breaking the Writing Barrier: Activities for Adolescents. Vermont: Pro Lingua", 2001.

¹⁷ Dorret, T. "Breaking the Writing Barrier: Activities for Adolescents. Vermont: Pro Lingua", 2001.

¹⁸ *Ibid.*,

2. Recount Text

a. Definition of Recount Text

Recount text is a kind of written texts that was taught by the teacher in the junior high school.¹⁹ Recount text is the one of text types which retells past events for the purpose of informing or entertaining. While according to Anderson, a recount is apiece, a recount is a piece of text that retells past events, usually in the order in which they happened.²⁰ Thus, special features of recount text could be found in its sequence of events which retell past events chronologically.

A recount reconstructs past event in the time in order in which they occurred.²¹ It means in details, that recount involves what happened, who was involved, where it took place, when it happened and why it happened. As mention above, recount is use to retell about an event that has occurred in the past. Therefore, recount is always written in the past tense. It is important that the writer have to aware about it. Even though recount text follows a basic structure, the relationship between the text and the reader will change the language that is used.²² Language used is becoming awareness in writing in order to give clearness and understanding for the reader. Further, when writing recount, we also should concern on the sequence of the events that can be more developed, shortened or omitted.²³

¹⁹ “Kurikulum 2013”. Kementerian Pendidikan Dan Kebudayaan. Desember 2012

²⁰ Mark and Karhy Anderson, *op. Cit.*, p. 50

²¹ Joko Priyana, et.al, *Scaffolding English For Junior High School Student grade VIII*: (Pusat Perbukuan Nasional, 2008), p.69.

²² *Targeting Text: Recount, Procedure, Exposition Middle Primary*, (Sydney: Blake Education, 2011), p.4

²³ *Ibid.*, p.4.

From some definition above, we can conclude that recount use a way to retelling the past events or describing an experience in the chronological order. Because of this text retell something that happened in the past, the tense that used in this text is past tense. Then, language used and sequence are the important part in writing recount for the writer in order to avoid misunderstanding between the writer and the reader.

According to Haylad, the purpose of recount is to reconstruct past experiences by retelling events in original sequence.²⁵ The other purpose of recount text is to tell or amuse the reader or audience. It is line with Artono Wardiman in his book *English in Focus* who stated that the social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining.²⁶ From that purpose, means that recount is not only retell the past activities that happened, but to inform the reader about some information that happened. For example, retell the fact about disaster that happened like in the newspaper or magazine. Then the

²⁶ Artono Wardiman, et al, *English in Focus for Grade VIII Junior High School (SMP/Mts)*, (Jakarta: Pusat Pembinaan Departement Pendidikan Nasional, 2008), p.124.

2) Factual Recount

Factual recount is a text that record a specific incident already happen, records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events, the example of this factual recount are: traffic report, a science experiment, police report of an accident, news story, eyewitness, news report, speech, and historical events.

Imaginative recount is a kind of recount text which retell imaginative story that the events of story do not occur in the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. Later, the imaginative recount also places the imaginary roles and details in a realistic context. It is different with narrative that does not apply factual knowledge and does not place the imaginary role and details in a realistic context. The imaginative recount is usually made for the purpose of educating, for example textbook, besides

recount, and imaginative recount. Each type had different purpose or function. The purpose are like: to inform and to entertain in personal recount; just to inform the factual information in factual recount; and retell the imaginative story to entertain the reader is the purpose of imaginative recount.

d. Schematic Structure of Recount Text

To good in writing recount text, there are some schematic structure that the writer should know in order to make the coherence to each paragraph. The schematic structure of recount text consists of three parts, namely orientation, sequence of event and reorientation. The further explanation is as follows:³²

1) Orientation

In orientation, it provides the setting and introduces the participants about the text. It told the reader who was involved, what happened, where this event took place, and when it happened. And location for orientation in the first paragraph. For example

On February 8th, 2016, I thought this would be a great holiday for me because that was The Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good time for me to **(First Pragraft)**

..... (Middle of paragraph)

..... (The last of paragraph)

³² *Ibid.*,

2) Events

This part tells what happened in sequence. It gives more information about the story and give the details of what, who, where, and when. Then, this part also tells how the characters are a personal recount, factual recount, or imaginative recount react to the complication. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) use conjunction or connectives like: first, next, then, finally, and so on. The audience is given the narrators' point of view. And the location "the events" in middle of paraagraft. For example

..... (First of pragraft)

. First, like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor.....**(Middle of paragraph)**

.....(The last of paragraph).

3) Reorientation

Reorientation is a conclusion of the events or the end of the story.³³ Sometimes, it is also describe the writer opinion about the events, but this just optional. And location “reorientation” in the last paragraft. For example

..... (First of pragraft)

. First, like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor.....**(Middle of paragraph)**

.....(The last of paragraph).

e. The language Feature of Recount Text

Besides the generic structure of recount text, the writer also should know about the language features that used in recount text. Because language feature of the text is the essential part in writing text. Language feature also can use for identifying what kind of the text is.

according to Mark Anderson and Kathy Anderson, there are four language features in recount text, they are:³⁴

³³ Mark and Kathy Anderson, *text type* (South Yara: Macmilan Education, 2005),. P.50.

³⁴ *Ibid.*, p.50

Example of verb being: - It **was** very terrible day

- It **was** very nice

Example of verb having: - He **had** no money at all.

6) Verb Patterns.

There are several verb patterns to recognize that will help us write better:

a) Verb + to verb

Within one sentence, if a verb is followed by another verb, the later should be with 'to infinitive'.

Example: Ken **decided to give** his mom and dad a call.

b) Adjective + to verb

Should an adjective is to be followed by a verb; the verb takes the form of 'to infinitive'.

Example: He **was very nice** to help.

c) Intransitive verb + adjective

Intransitive verb is very common to be followed by adjective, besides adverb.

Example: He **felt** very sad.

7) Connecting words and conjunction.

The connecting words are used to sequence events that happened. Then, the conjunction in recount text used for combines clauses. Connecting words: e.g. first, second, then, the last, finally, etc. Conjunction: e.g. when, then, and, but.

8) Uses reported speech.

e.g. Mrs. Sheira said that the accident was causing the traffic.

f. Process Writing Recount text

Oshima and Hogue stated there are six steps of writing a good composition, they are.³⁶

1) STEP 1 (Pre-write to Get Ideas)

This step was the first step of writing recount text that have to be done by the writer is trying to understand what are going to be written by using clustering technique. By using clustering technique in prewriting, the writer gets easier to brainstorm in order to collect their ideas.

2) STEP 2 (Organize the Ideas)

The second step is organizing the ideas. In this step, the writer develops the ideas that the writer got from the first step by selecting, eliminating and adding. In this step the writer also put the events into time order by choose the part of the clustering diagram that has the best ideas and ignore the parts that are not related to the topic.

3) STEP 3 (Write the Rough Draft)

In this step is writing a rough draft. This rough draft is a development from the second step. There are three important things that the writer should do in writing a rough draft: The first writer has to start the paragraph with a sentence that tells what event or experience that the writer is going to write about. (example: The most memorable vacation I ever took was a bicycle trip across Canada.) Second, the writer has to use time order to organize the composition. Then, the writer also has to use the time

³⁶ Alice Oshima and Ann Hogue, *Introduction to academic Writing*, (Longman: Addison Wesley Longman, 1997), pp. 44-46

4) STEP 4 (Edit the Rough Draft)

Table 2.2: Recount Checklist³⁷

TEXT	
First sentence sets the scene	
Written in order in which the events happened	
SENTENCE	
Written in the past tense	
Uses specific dates/time, names of people/place	
Connectives relate to time, (example: first, next, after, then).	
Background information of who/when/where	
Written in the third person except autobiography which is written in the first person.	
WORD	
Action verb (ex: reigned, attacked, fought)	
Give specific names, dates, places times	

After checking and finding the mistake in the rough draft, the writer should re-write another draft. This fifth is purposed to

³⁷ *Learning works 2010*, (Sept 6, 2017. 19.00pm) ([www. Primaryresources.co.uk](http://www.Primaryresources.co.uk))

representing teaching and learning of language with certain theoretical. While method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach.⁴⁰ It means that method is a procedure or steps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly or needs skill. Referring to the idea above, clustering is one of techniques in teaching writing because it is a teacher's strategy which is applied in the classroom.

Sometimes when people are going to write they feel hardly to find out what they know about the topic or develop the ideas they have. Therefore, people have to know about how to write well to get a good composition in their writing. Writing well comes from working through a process of writing. In the writing process there are some steps that will guide us to produce good writing. One of the steps is prewriting process. This step is the first step in writing process. This step is also the important step to organize the ideas before the writer start to write. There are many techniques that can be used in this step; one of the techniques is clustering technique.

Cooper and Axelrod viewed that “clustering is an invention activity which reveals possible relations among facts and ideas”.⁴¹ Lunsford added that clustering is a prewriting technique used by writers to produce ideas using a visual scheme or chart.⁴² It means that clustering is

⁴⁰ *Ibid.*

⁴¹ Rise B Axelord and Charles R. Cooper , *The St. Martin's Guide To Writing*, (New York: St. Martin's Inc, 1985), p.461.

⁴² Andrea A. Lunsford. *The St. Martin's Handbook*, (Bedford: St. Martin's, 2010) p. 57

Clustering is another effective method that we could use to narrow a subject. To cluster, write the subject in the middle of the page and then circle it and write related ideas around circle around the subject.⁴³ Because through clustering technique, a writer could be easily to give an idea of what will be written especially helpful for visual learners. In a cluster diagram the central events or components of an essay are presented visually, more detailed events branch of the main events to provide a visual overview of the entire ideas.

Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay; it also called mapping, webbing, looping, or diagraming. Jean Wyrick added that by using clustering, students have recollected some important details about a number of the title that given, and it may help students focus on an occasion they want to describe in his paper.⁴⁵

⁴⁵ Jean Wyrick, *Steps to Writing well with Additional Reading*, (New York: Wadsworth, 2011) Eighth Edition, p.13

Clustering can be useful for any kind of writing. Besides, clustering is not only writing all ideas that exist, but we also can omit the ideas that have been written if they are far from the topic in the center. Writers used it in the early stages of planning an essay in order to find subtopics in a topic to organize information. Writers can use clustering to plan brief sections of an essay as they are drafting.

Clustering is a way of generating and connecting ideas visually. It is useful for seeing how various ideas relate to one for developing subtopics. Writers use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering:⁴⁶

- ⁴⁶ Barbara Fine Clouse, *A Troubleshooting Guide Strategies & Process for Writers*, (New York: Mc Graw Hill, 2005), 4th Edition, p. 24-26.

- Step 1: Teacher explains about recount text, including the kinds of recount, schematic structures, and linguistic features.
- Step 2: Introduce the concept of clustering technique to the students. Then, tell them that clustering technique would help them in generate ideas when they started to write.
- Step 3: Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it or use the other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. Students do not have to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.
- Step 4: Ask students to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. Next, teacher also guides students when they start writing the first draft on their writing.
- Step 5: After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Give students an evaluation to check their ability in writing and to know their problems in writing.

B. Previous Studies

To support and to prove the originality of this research, the researcher uses some relevant previous study. The first study entitled *The Effectiveness of Clustering Technique in Teaching Writing at the Eight Grade of MTs Raudlatul Ulum* by Dwi Wahyu Ulum on 2012.⁴⁹ This research aimed to find out the use of clustering technique as pre-writing stage was more effective than the traditional technique. This research focuses on English descriptive text. The subject of this study are VIII C and VIII D of Mts Raudhlatul Ulum. This study was categorized as an experimental research. The experiment research was conducted by using t-test as the instrument of the research. The finding of this study was clustering technique can make students be the active learners.

The second study by Irfan Fahmi and entitled *Developing Students' Writing Ability of Descriptive Text through Clustering Technique* (A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi).⁵⁰ His research aims to find out whether teaching writing of descriptive text using clustering technique is effective to improve students writing skill of descriptive text at VII-4 class of SMPN 38 Bekasi. In conducting this research he used classroom action research (CAR) of Kurt Lewins" design: Planning, Acting, Observing, and Reflecting. The instrument that are used in this research are the English test sheets, observation sheet, questionnaire sheet, and interview. Based on the research results, the application of learning writing skill of descriptive text through clustering technique has improved.

⁴⁹ Sugiarti, Dwi Wahyu. 2012. *The effectiveness of Clustering Tehnique in Teaching Writing at The Eight Grade of MTs Raudlatul ulum*. Thesis, English Education Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel.

⁵⁰ Irfan Fahmi, *Developing Students' Writing Ability of Descriptive Text Through Clustering Technique*, (Skripsi SI Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Jakarta, 2009), p. 60, Unpublished

[illegible]

RESEARCH METHOD

A. Research design and Approach

The design of this study was Quasi-Experimental design. To know the effectiveness of clustering on students writing ability in Recount text. There are two classes for this study, 8-D class as experimental group, and 8-E class as an control group. In the control class was not taught by using picture series technique, meanwhile in the experimental class was taught by using clustering technique as the treatment.

[illegible]

Table 3.1: Pretest Posttest Design

Pretest	Treatment	Posttest
Y_1	X	Y_2

Note:

X : Clustering Technique

Y1 : Students' writing Recount text before taught by using Clustering Technique

Y2 : Students' writing Recount text after taught by using Clustering Technique

The following treatment steps were:

1. The teacher asked students to analyse the important of idea or information from the Recount text.
2. The teacher wrote “structure of recount text” on the whiteboard and list the role, audience, format, and topic for their writing after students complete the reading text.
3. The teacher asked students to determine the audience for this writing and to decide the format writing taken.
4. The teacher asked students to make clustering chart.
5. The teacher asked students to make recount text based on the Clustering chart that are made by self experience students.
6. The teacher asked students to submit their work to the teacher.

B. Research Subject and setting of study

The research used students of SMPN 55 Surabaya as research subject writing skill with clustering technique, 8-D class as experimental group with clustering

C. Data collection technique

⁵³ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method In Education, 6th Edition*, (USA: Routledge, 2007), pp. 114—115.

Table 3.2: The Schedule of the Classroom

	8-D (experimental class)	8E (control Class)
Pre-Test	February 20th, 2019	February 20th, 2019
Treatment	February 21st, 2019	February 21st, 2019
Post Test	February 25th, 2019	February 27th, 2019

Based on the table 3.2 above, this research was carried out from February 20th, 2019. The researcher did pre-test for 8-D class as experimental class and pre test for 8-E class as control class on February 20th, 2019. And treatment clustering technique for class 8-D as experimental class and treatment picture series for class 8-E as Control Class on February 21st, 2019. And last for post-test for 8-D and 8-E on February 25th, 2019 and February 27th, 2019.

D. Research instrument

There are three instruments for this study, they are pre-test, post-test and interview of teaching learning process.

1. Pre-test

In the first step, the writer gave a pre-test to the students to check the extent of the student similarity, especially their competency in writing recount text. In this test, students were asked to write a recount paragraph about holiday, when a child, unforgettable moment, etc. before give the treatment with clustering technique

2. Post-test

in this second step, the writer gave a post-test to the students to see students' growing score. The instrument of this test was like in a pretest but it was given after treatment with clustering technique.

recount text with the clustering technique gradually so that it was easy to understand for students.

The final score is obtained from the assignment of students writing recount text without a clustering technique or it can be called a pretest and the task of students writing a recount text with technique or commonly called post-test. To summarize of the whole description that can be gotten from students' pre-test and post-test, the researcher made the following tables. Below is table 4.1. in this table, the researcher summarized the scores of students' pre-test and post-test in the experimental class as well their gained scores.

Table 4.1: The Scores of students' Test in Experimental Class

Students' Number	Pre-Test	Post-Test	Gained Score
1.	50	65	15
2.	70	85	15
3.	60	70	10
4.	55	65	10
5.	45	45	0
6.	75	80	5
7.	45	60	15
8.	45	65	20
9.	60	65	5
10.	50	65	15
11.	45	55	10
12.	55	80	25
13.	45	55	10
14.	70	80	10
15.	45	65	20
16.	70	75	5
17.	60	75	15
18.	65	75	10
19.	45	60	15
20.	50	85	35
21.	40	70	30
22.	75	85	10
23.	60	60	0
24.	60	65	5
25.	70	80	10
26.	65	75	10
27.	65	85	20
28.	60	65	5
29.	65	80	15
30.	50	55	5
31.	60	65	5
32.	45	65	20
33.	50	75	25
34.	70	75	5
35.	55	65	10
Total (Σ)	1995	2435	440
Average(M)	57	69,57	12,57

The following are the calculation of pre-test interval score in experimental class and its frequency:

Score	Frequency (f_i)
40-49	9
50-59	8
60-69	11
70-79	7
80-89	0
90-99	0
Total	35

⁵⁶ Dr.Budi Setyo, M.Pd. Statistika Untuk Analisis Data Penelitian, (Bandung: PT. Refika Adinata), p.45.

The researcher got a suggestion from the teacher to use class 8D as an experimental class and used class 8E as a control class because class 8D and class 8E had almost the same quality in terms of ability

The final score is obtained from the student's task of writing a recount text without a technique or it can be called a pretest and the task at the second meeting students write a recount text using a technique or commonly called post-test. To summarize of the whole description that can be gotten from students' post-test, the researcher made the following tables. Below is table 4.3. in this table, the researcher summarized the scores of students' post-test in the control class as well their gained scores.

Table 4.4: The Score of Students' Test in Control Class

Students' Number	Pre-Test	Post-Test	Gained Score
1.	45	45	0
2.	45	50	5
3.	75	85	10
4.	60	85	25
5.	50	50	0
6.	65	70	5
7.	50	50	0
8.	60	65	5
9.	50	65	15
10.	55	65	10
11.	75	85	10
12.	65	70	5
13.	55	75	20
14.	60	65	5
15.	50	55	5
16.	60	70	10
17.	45	65	20
18.	65	70	5
19.	65	70	5
20.	60	65	5
21.	60	70	10
22.	65	70	5
23.	50	75	25
24.	65	70	5
25.	55	80	25
26.	55	65	10
27.	50	65	15
28.	45	70	25
29.	60	70	10
30.	45	55	10
31.	70	85	15
32.	50	55	5
33.	70	70	0
34.	45	45	0
35.	50	70	20
Total (Σ)	1990	2335	345
Average(M)	56,85	66,71	9,86

Table 4.7:

The result of calculation of the test both Experimental class (X) and control class (Y)

Students Number	X	Y	x	y	x^2	y^2
1	15	0	2,43	-9,86	5,90	97,22
2	15	5	2,43	-4,86	5,9049	23,6196
3	10	10	-2,57	0,14	6,6049	0,0196
4	10	25	-2,57	15,14	6,6049	229,2196
5	0	0	-12,57	-9,86	158,0049	97,2196
6	5	5	-7,57	-4,86	57,3049	23,6196
7	15	0	2,43	-9,86	5,9049	97,2196
8	20	5	7,43	-4,86	55,2049	23,6196
9	5	15	-7,57	5,14	57,3049	26,4196
10	15	10	2,43	0,14	5,9049	0,0196
11	10	10	-2,57	0,14	6,6049	0,0196
12	25	5	12,43	-4,86	154,5049	23,6196
13	10	20	-2,57	10,14	6,6049	102,8196
14	10	5	-2,57	-4,86	6,6049	23,6196
15	20	5	7,43	-4,86	55,2049	23,6196
16	5	10	-7,57	0,14	57,3049	0,0196
17	15	20	2,43	10,14	5,9049	102,8196
18	10	5	-2,57	-4,86	6,6049	23,6196
19	15	5	2,43	-4,86	5,9049	23,6196
20	35	5	22,43	-4,86	503,1049	23,6196
21	30	10	17,43	0,14	303,8049	0,0196
22	10	5	-2,57	-4,86	6,6049	23,6196
23	0	25	-12,57	15,14	158,0049	229,2196
24	5	5	-7,57	-4,86	57,3049	23,6196
25	10	25	-2,57	15,14	6,6049	229,2196
26	10	10	-2,57	0,14	6,6049	0,0196
27	20	15	7,43	5,14	55,2049	26,4196
28	5	25	-7,57	15,14	57,3049	229,2196
29	15	10	2,43	0,14	5,9049	0,0196
30	5	10	-7,57	0,14	57,3049	0,0196
31	5	15	-7,57	5,14	57,3049	26,4196
32	20	5	7,43	-4,86	55,2049	23,6196
33	25	0	12,43	-9,86	154,5049	97,2196
34	5	0	-7,57	-9,86	57,3049	97,2196
35	10	25	-2,57	15,14	6,6049	229,2196
Total					2218,57	2200,69
Average (M)	12,57	9,86			63,39	62,88

$$= \sum \frac{345}{35}$$

$$= 9,86$$

3. Determining Standard of Deviation Score of Variable X (SD_1)

$$\begin{aligned} \text{SD}_1 &= \sqrt{\sum \frac{x^2}{N1}} \\ &= \sqrt{\sum \frac{2.218,57}{35}} \\ &= 7,96 \end{aligned}$$

4. Determining Standard of Deviation Score of Variable Y (SD_2)

$$\begin{aligned} \text{SD}_2 &= \sqrt{\sum \frac{y^2}{N2}} \\ &= \sqrt{\sum \frac{2.200,69}{35}} \\ &= 7,93 \end{aligned}$$

5. Determining Standard Error of Mean Variable X (SE_{M1})

$$\begin{aligned} SE_{M1} &= \frac{SD1}{\sqrt{N1-1}} \\ &= \frac{7,96}{\sqrt{35-1}} \\ &= 1,36 \end{aligned}$$

6. Determining Standard Error of Mean Variable Y (SE_{M2})

$$\begin{aligned} SE_{M2} &= \frac{SD2}{\sqrt{N2-1}} \\ &= \frac{7,93}{\sqrt{35-1}} \\ &= 1,35 \end{aligned}$$

1. students' Score Experimental Class

Based on the finding in table 4.1 students' score Experimental class shows the students' score experimental class, the average of the score from 57 to the 69,57. It can be concluded that students of SMPN 55 Surabaya from 8D class as experimental class with clustering technique were quite good but still need many improve in writing recount text with clustering technique because they will become a role models of the other students' class practice teaching in the writing class.

⁵⁷ Andrea A. Lunsford. *The St. Martin's Handbook*, (Bedford: St. Martin's, 2010) p. 57

Based on finding in table 4.4 students' score Control class, it shown students' score pretest and posttest, the average score from 56,85 – 66,71, with the highest score is 85 and the lowest score is 45. Most of respondents got the writing recount text score lower than standard scores from teacher. It concluded that students of SMPN 55 Surabaya, 8E class as a control class were need many improvements in writing recount text with picture series because they will become a role models of the other students' class practice teaching in the writing class. Because the first step before writing is to read a lot. To be comprehending, sometimes students do not know the meaning of words or unfamiliar words, so that it can disturb their comprehension.

The data was obtained in by conducting and observing the teaching and learning process in writing recount text by using clustering technique and picture series technique. The teacher conducted the teaching and learning as usual. Since it ran well, it was easier to know the student's problem and solve the difficulties faces by them. Then, the researcher was accompanied by the teacher who observed the entire activities during the teaching and learning process. The research was conducted in three cycle. In the last meeting, the researcher spreads the questionnaire to know their

From the students' pre-test and post-test, the researcher got a whole description about students writing skill in recount text before and after treatment. In addition, the researcher also got a description of students gained scores both in the experimental and control groups.

Further, as resulted on the above analysis, the t-observation score is 1.42 is lower that t-table score is 2.00 It means that the Null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. The followings are the Null and Alternative hypothesis of this study:

- a. Alternative hypothesis (H_a): Teaching recount text writing using clustering technique is not effective to eight grade of SMPN 55 Surabaya
- b. Null Hypothesis (H_o): Teaching recount text writing using clustering technique is effective to eight grade of SMPN 55 Surabaya.

This study is rejected hypothesis which the teaching recount text using clustering technique is not effective to the eight grade students of SMPN 55 Surabaya. Different from previous study, “*The effectiveness of clustering technique in teaching writing at Mts Raudlatul Ulum*” by Dwi Wahyu on 2012. Her research show that clustering technique is effective for teaching writing at MTs or Junir High School level.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research. The outcome of the finding and discussion could be concluded as the following representation.

A. Conclusion

Based on the result of the analysis of the research showed the value of “ t_o ” is lower than the value of “ t_t ” at significant 5% = 2.00. based on the calculating the score to = 1.42, it can be interpreted that there was not significance influence between using clustering technique and without using technique in teaching recount text toward students writing achievement. Comparison in experiment is pre-test 57 and post-test 69,57, whereas control class is pre-test 56,85 and post-test 66,71.

It can be concluded that using clustering technique toward students' ability in teaching recount text is not more effective than teaching recount text without using clustering technique. It can be seen from the of difference or the score of t-observation was lower than the score t-table. And the result of pre-test and post-test showed the significant different.

1. Students' score of Experimental class

In order to answer research question the effectiveness of clustering technique on writing recount text, researcher did the writing recount text test with clustering technique to 35 students 8D class as experimental class from SMPN 55 Surabaya. The tests were conducted two meeting, first meeting the

From the control class, the researcher did the writing recount text test with picture series to 35 students 8E class as Control class from SMPN 55 Surabaya. The test were conducted two meeting too, first meeting the students writing recount text with technique each students has. And the second meeting, the students writing recount text with picture series technique. based on the result, the mean first meeting writing recount text without technique is 56,85. And average score in second meeting the students writing recount text with picture series technique is 66,71. It can be conducted that there are an increase 10% in score writing recount text before used technique 56,85 and after use picture series technique to 66,71.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestion go to:

1. Teacher

The teacher should deliver material with a creative and interactive technique especially in teaching writing in order to improve students achievement. The teacher should help the students while they get difficulties or problem in writing. Try using another technique besides that clustering technique can be implemented in writing activity. Clustering technique for further researcher can used for descriptive text and narrative text.

2. Students

The students should have good motivation in learning especially writing. They should do what their teacher instructed, and to make sure in their mind that writing is easy to do.

3. Next researcher

After read this research, the researcher hopes that there will be the next researcher who continuing the theme of this research, or give new information as the source and better study of the instructional cases.

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